

# ARKANSAS LIBRARIES

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ARKANSAS STATE LIBRARY COMMISSION

In Co-operation With

ARKANSAS LIBRARY ASSOCIATION

# Arkansas Libraries

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## FOREWORD

Increasing interest on the part of educational leaders, librarians, and school administrators over the state in improvement of school libraries so that they can assume a more active role in the educational functions of the school, has resulted in an unprecedented alertness to the needs and inadequacies of school libraries today.

Evidences of this interest are:

New regulations and criteria relating to the library which must be met by accredited high schools.

Amount of space devoted to study of the library in the *Self-Evaluation for Arkansas Elementary Schools*, an instrument intended to serve as a basis for study of elementary schools over the state which is now ready for distribution.

Addition of the first full-time school library consultant to the staff of the State Library Commission.

Two workshops held during the summer for the study of school library problems by teacher-librarians over the state.

Record use made of book resources available to schools during the past year.

Recognition of teacher-training institutions of need for special courses needed by the school librarian and planned expansion of these courses.

With these progressive steps in mind, this, the first school edition of *Arkansas Libraries*, was planned. Gathered from various sources, the materials included are some indication of the interest and enthusiasm for making the best use of present resources and for improvement of libraries in schools of the state.

## ACCREDITED HIGH SCHOOLS MUST HAVE PROFESSIONALLY TRAINED LIBRARIANS

M. R. Owens, Director

Division of Instruction

State Department of Education

At the meeting of the State Board of Education, June 16, 1947, policies, regulations, and criteria for accrediting high schools in Arkansas were adopted. These are to become effective July 1, 1948. Among the new requirements for accredited high schools are regulations and criteria relating to the library and to the librarian, which all accredited high schools should meet at the earliest possible date but must meet fully by 1952-53. A bulletin containing policies, regulations, and criteria for accrediting high schools, including the detailed regulations and criteria concerning the library and the librarian, is being printed and will be distributed in August or September.

In Class A and Class B high schools enrolling 500 or more pupils, a full-time librarian is required. In Class A and Class B high schools enrolling 200 to 499 pupils, a full-time librarian is recommended, but the requirement is that the librarian must devote at least one-half time to professional service in the library. In Class A and Class B high schools enrolling fewer than 200 pupils, the librarian must devote a minimum of two periods a day to professional service in the library. In all Class C high schools the librarian is required to devote at least two periods a day to professional service in the library.

In all classes and sizes of accredited high schools, the librarian must have the general educational qualifications of a high school teacher. In Class A and Class B high schools the Bachelor's degree is recommended, but the minimum general educational qualifications of the librarian are 90 semes-

ter hours of college credit, including professional courses in education required for the Junior High School Certificate; provided that teachers and librarians in Arkansas high schools in 1947-48 who have at least 60 but less than 90 semester hours of credit will be approved, if they earn a minimum of 12 semester hours of college credit annually until they have a total of 90 semester hours of college credit. In Class C high schools and in Rural Junior High Schools all teachers, including the librarian, must possess the educational qualifications required for the Junior High School Certificate, which is based on 60 semester hours of college credit.

The educational qualifications of the high school librarian must include college credit in library science as follows:

In high schools enrolling 500 or more pupils: Class A, 24 semester hours of library science; Class B, 16 semester hours of library science.

In high schools enrolling 200 to 499 pupils: Class A, 16 semester hours of library science; Class B, 12 semester hours of library science.

In high schools enrolling fewer than 200 pupils: Class A, 12 semester hours of library science; Class B, 6 semester hours of library science.

In Class C high schools and in Rural Junior High Schools: 6 semester hours of library science.

The special preparation in library science is to include such special

courses as the following: school library organization and administration, cataloging and classification, book selection and acquisition, with emphasis on the reading interests and needs of adolescents, reference material and general bibliography.

In order to enable high school librarians to meet the new requirement, several colleges in Arkansas are offering special courses in library science this summer, and it is anticipated that all institutions of higher learning which prepare high school teachers will offer courses in library science in the future.

#### LOIS LENSKI, NOTED CHILDREN'S AUTHOR, VISITS ARKANSAS

"Books Bring Adventure," a series of radio broadcasts sponsored by the Children's Theatre Committee of the Memphis Junior League, has resulted in exciting adventures for children in the Yarbro School in Mississippi County, as reported in a letter from Miss Minnie Foster, Teacher, to Miss Eula McDougal, County Librarian.

Children of the school have enjoyed and participated in two previous series of book programs before the historical series, broadcast in 1947, finding the books selected excellent choices with which to correlate school activities and study. Writers of winning letters which were sent to the sponsors in response to broadcasts received a copy of the book on which the broadcast was based. One of this group won the first book awarded, and five other students were given books for their letters. Because of this outstanding work, the school was awarded a trip to the final contest in Memphis, the Frisco Railroad providing a coach for the trip. Jo Alice McGuire, of Yarbro School emerged as one of the two winners at the final broadcast and received as prize an Admiral radio. A skating party, a

movie and a trip to the zoo were arranged for all of the youthful guests.

The keen interest aroused in books and authors brought up the problem of the few books written about cotton and the scarcity of books with an Arkansas setting. This problem resulted in a letter to Miss Lois Lenski, author of "Bayou Suzette," "Strawberry Girl," "Blueberry Corner" and others. Because of these letters, Miss Lenski decided to visit the school in the spring on a get-acquainted trip, then possibly to return in the fall for observation of actual cotton-picking events for her next book, which is to have the locale of Mississippi County as its setting.

The cotton-picking money from last year is being used to buy a complete set of Lois Lenski books; so that the children will have them on hand and well in mind when she returns.

#### STUDY OF ELEMENTARY SCHOOL LIBRARIES' SERVICES INCLUDED IN NEW SURVEY

*A Self-evaluation for Arkansas elementary Schools*, described as an instrument to serve as a basis for study of the whole school situation and to stimulate improvement, has recently been completed for use in Arkansas.

Five of the thirty pages covered by the report are devoted to a study of the school library. Divided under the headings, necessary, desirable and planned improvement, the library survey includes such items as the book resources, selection aids, pupil use of the library, librarian's training and time allowed for actual library work, and instructional materials, other than books, stored and handled by the library.

It is suggested that the entire faculty meet at the beginning of the school year to discuss the means of making use of the self-evaluation form.

## ARMOREL ACCEPTS CHALLENGE TO ENRICH WITH AUDIO-VISUAL MATERIALS

Kathleen M. Thompson  
Teacher-librarian  
Armored School

We are living in an age of speed. Each phase of modern living has a speedy and productive answer to the question — How can we get things accomplished quickly and effectively? Transportation answers with the airplane; communication with the telephone; home, office, farm and factory with labor saving devices and machinery. The school's most definite answer is audio-visual education. The tempo of the times challenges educators to plan a program to keep pace with other world activities. We cannot hope to keep children in school and to keep them interested if our school program is "walking" when amusements, outside jobs, and other living conditions are "flying."

The question may be raised—Why should education be so digested for students? It has too long been believed that the individual pupil must laboriously "dig" for each fact which will further his preparation for a better future, when so often this fact was meaningless and quickly forgotten. Do housewives wash clothes by beating them against rocks when an electric washer is available? Do businessmen send messengers to the next town when a telephone is on the desk? Why then should our children be educated with only a book, pencil, and paper when great riches are stored in audio-visual materials?

Today's purpose of education should be to speed the learning processes in an effective manner. Not only do audio-visual materials present facts more impressively, but also more pleasantly. It is an established fact that we learn best under pleasant conditions.

The physical explanation of audio-visual education is even more convinc-

ing. Through the senses of hearing and sight our conscious mind is able to place facts and information in our storehouse—the subconscious mind. What is learned in this manner may always be at hand in reasoning processes through life. Since living is not static and any assumed fact is not final in life, this broad type of observation and flexible thinking is the only practical kind of education for the youth of today in an uncertain tomorrow.

All of the foregoing statements have been made in an attempt to convince each person connected in planning a school program how urgent is the need for the school of today to include audio-visual materials. A genuine belief in such a program is dynamically explained in Hassie Watkins' article "When I See, I Know" in the May issue of *The Journal of Arkansas Education*. It should be read and reread by every wide-awake teacher.

Just as a science laboratory or library is organized and centralized, so should audio-visual material be cared for. All materials should be collected and organized with a central head responsible for its distribution and circulation. This can most generally be conducted under the supervision of the library since the use of audio-visual material is comparable to books. Expensive machines, well-kept in a room and used spasmodically, benefit no one and defeat the purpose of such a program.

The material which any schools possess or obtain should be practical and well suited to their particular problems. Many schools feel that machines and materials are too expensive. Is eighty cents too expensive



for a workbook? Is one dollar too much for a laboratory fee? Important as these are, audio-visual aids will cover a broader and deeper scope of material. Something which we want badly enough, need urgently, and that will prepare us for a better life is never too expensive.

The Armored Public School program includes audio-visual materials to the extent which will be described below. The superintendent, teachers, and student body are continually searching for an expansion to this program.

### STANDARD EQUIPMENT

A 16 mm. motion picture machine with microphone and record player attachments is a most valuable asset. This machine serves a student body of 285 and is also shared with the colored school with a student body of 255. Films shown were varied but correlative. Novels and plays stimulated reading. For example, after *Tom Sawyer* had been shown, the volumes in the library were kept in continuous circulation with such comments as, "The book was better after having seen the picture," "The picture added much to the book." *The History of Music*, which included a string ensemble and symphony orchestra, was shown during an appreciation period. A government class saw the city of Washington and congress in session. Geography films included travelogs, transportation and communication. It is needless to state that such vicarious experiences are valuable when it would take a lifetime or never to experience such first hand. Cartoons were shown to stimulate the imagination of the youngsters. Comedies were shown to all.

A collection of phonograph recordings was started in January. These albums are kept in the library and circulated like books. It is hoped that donations and added purchases will add to this accumulation. The sophomore class gave their class fund for the purchase of records.

The delineascope is a machine which we use in all 12 grades. It presents the whole picture more forcibly and calls attention to details. The teaching of the primary and first grades is aided by this machine. Biology and science charts and illustrations are reflected for student use. In grammar it is used for the teaching of diagraming. One day a slow pupil in the eighth grade placed the basal parts of a sentence correctly after the lines had been drawn as a mode. She remarked, "That's the first time I ever saw what we were trying to do." Maps, charts, and graphs are shown in social studies.

The school possesses four large roller wall map units with seven maps per unit. The units include physical and political maps of the world, the continents, and Arkansas. Large charts on tripods in the science department consist of a physiology chart with 28 separate illustrations and a Jurica Biology with 32 charts.

Other standard equipment includes an 18-inch diameter globe, a mimeograph, duplicator, and microscope.

### Books, Magazines, and Small Materials

An ever-necessary aid is our atlas. Magazines are subscribed to by the school and a number are donated. On the magazine rack for constant use are issues of *Life*, *Look*, *Fortune*, *Harpers*, *Boys' Life*, *Newsweek*, *Time*, *Ladies Home Journal*, *True World Report*, *Charm*, *Mademoiselle*, *Better Homes and Gardens*, *American Home*, *Scouting*, *National Geographic*, *Correct English*, *American Girl*, and *Southern Agriculture*. These magazines are used in the teaching of practically all subjects. In geography, pictures were used to illustrate product maps. In government, *Time* and *Newsweek* furnished material and pictures for a scrapbook. In grammar, the parts of speech were taught with magazines. When a contest was held for the student in the seventh

grade who could take a magazine and list the most adjectives, a dull child listed next to the highest number. This type of teaching also inspires the exceptional child to investigate further and stimulates imaginative and creative powers. Flash cards and reading charts are used in the primary, first and second grades for introductory work and drill.

#### Supplementary Material added by Teachers and Pupils

Much can be added to enrich any program by collecting material which costs little or nothing. This type of material is a desirable link between textbooks and the larger standard equipment. Pictures in our halls are interesting as well as decorative. They may teach color arrangements, harmony and balance, and flower arrangement. Large attractive mirrors are placed in the halls. Britannica Jr. Units of study material of plant and animal life are used as teaching material and are attractive, also. Children respond to color and good arrangement. Material presented in such a manner can be much more effective.

Pamphlets pertaining to the lives of famous people, manufacturing, raw material, economics, food, clothing, shelter, and health are used in units of study. Charts in study hall and class rooms of the United States show raw material, historical events, industries, flags, inventions, milestones in history, and heroes of history. In the cafeteria, posters show manners, cleanliness, food, and diet. Science posters show such things as how rayon is made and the classification of foods. Many of these posters and pamphlets are available free and many posters are made by the students.

All of the rooms are equipped with bulletin boards and, in most cases, extra blackboards are covered to give more display space. Current happen-

ings and world events are posted. The students illustrate their reading of plays, novels and stories. Illustrations are also made of their writings such as meanings of words, sentences, paragraphs, and stories.

Students learn by seeing the collected specimens in the biology laboratory. Often an animal lives in the classroom for care or protection, or for a study of its habits and behavior. Flower plants and flower arrangements teach color appreciation, the care of plants and how to add to the attractiveness of their own rooms and homes.

All elementary grades have sand tables where units of work are illustrated by the pupils. The third grade has a doll house; the fourth grade built a miniature village. A long list of things learned can be a result of such activities as these where the student does and sees.

Build-up posters made by the children show different kinds of people and their environments. Posters show special events and occasions. Pictures and postcards of actual travel experiences of the teachers, pupils or friends are used in classroom work. This type of material also adds to the attractiveness of the room.

Most education courses in teachers' colleges give a list of free and inexpensive material. The *NEA Journal* publishes a list. This publication has given much time and space to helpful information regarding audio-visual education. Of course your environment offers a supply of such material which has been described.

What a person sees and hears, he learns. If a child never heard bad grammar, he would never use it. Therefore it is necessary for him to hear repeatedly good grammar. He must hear more correct grammar at school than he hears incorrect grammar in his outside environment. This type of program is far-reaching in the home and community. Such an attractive and interesting presentation



of material is contagious from child to parent.

We as teachers shall not find peace within if we fail to accept so great a challenge to enrich the curriculum by means of audio-visual materials for our youth.

#### TEEN-AGE BOOKSHOW AVAILABLE IN ARKANSAS

Need ideas for school assemblies, P. T. A. meetings, group programs? If so, you'll be interested in using the teen-age book show, made available to schools, libraries and other groups of the state through Pocket Books, Inc., now being distributed to schools of the State by the State Library Commission.

The show consists of:

1. Colorful background panels constructed of plywood for a book exhibit.
2. A 16mm, 1-reel sound film, *IT'S ALL YOURS*, starring Ralph Bellamy, which points up the pleasures and profits of reading.
3. Sufficient copies of the booklet, *READ TODAY . . . STAR TOMORROW*, by Mary Gould Davis, one of the editors of the *Saturday Review of Literature*, to give one to each teen-ager visiting the show.
4. A bibliography of *SUGGESTED TITLES* to help the person setting up the exhibit to assemble from local sources the most appropriate books to be shown with each exhibit panel.
5. A speaker's Handbook of ideas used successfully on other book programs for teen-agers and a special introduction for the film. These are intended to help the local speakers on the high school assembly programs.

6. A manual of additional ideas for newspaper publicity, exhibits, follow-up suggestions used successfully in other towns and cities.

For the most successful use of the film, sponsors encourage a community-wide program, with churches, schools and libraries co-operating. The entire show is free, including the film. Transportation of the 250 pound exhibit from the last place where the film has been used is required.

To avoid payment of shipping charges from New York, the national sponsors have earmarked one show for Arkansas, where it will be scheduled over the state by the Arkansas State Library Commission. The commission asks that requests be sent in as soon as possible; so that a transportation schedule with minimum distances and charges can be worked out.

#### FOR THAT SPECIAL MEMORIAL COLLECTION

Brown, Margaret Wise. *The Golden Egg Book*. Simon & Schuster. 1.00

Davis, Mary Gould. *Randolph Caldecott*. Lippincott, 1946. 1.75

Forbes, Esther. *America's Paul Revere*; il. by Lynd Ward. Houghton, 1946. 2.50

Lane, Margaret. *The Tale of Beatrix Potter*. Warne, 1946. 3.50

McFarland, Wilma, Comp. *For a Child*; il. by Ninon. Westminster, 1947. 2.50

Newcombe, Covelle. *The Secret door*. (Kate Greenaway) Dodd, 1946. 2.50

Petersham, Maud and Miska. *America's Stamps*. Macmillan, 1946. 3.50

Zoff, Otto, comp. *Riddles around the World*; il. by Fritz Fredel. Pantheon, 1945. 2.00

## FORT SMITH SCHOOL REPORTS SUCCESSFUL BOOKWEEK PROGRAM

Mary R. Hynes  
Librarian

Fort Smith Senior High School

In our school the library is always responsible for the regular assembly program for the week in which the nation celebrates *Book Week*.

We try to make this program serve as a stimulus to reading and book ownership and, especially, to introduce to the students books from their own school library.

We think we have given a number of good *Book Week* programs but the one we gave the past autumn was one of the most successful both from the standpoint of enjoyment on the part of the audience, and the result in enlarging the circulation of books.

The librarian selected significant passages from a number of books, some old, some new, but all from the shelves of the school library.

These were turned over to the head of the dramatic department, who in turn put their interpretation and dramatic performance into the hands of *Sock and Buskin*, the school dramatic society.

When these sketches were presented, we hoped that the students could identify the book and the character. We used passages as far as possible suggesting only one character.

Now ours is a large school. The scoring of such a test was going to be difficult, but the very clever student director of *Sock and Buskin* came to our rescue with this suggestion: That we have the students select two members from each study hall period; let them sit up on the stage and do the guessing.

So the librarian went to the study halls (we have three) at the beginning of each period and explained to the pupils just what we were plan-

ning and asked that they select from their fellow students only those persons whom they knew to be well read; by no means were they to be judged for popularity.

We had a very enthusiastic response, and when the day came these girls and boys were seated upon the stage with score pads numbered for the events.

A young man from the *Sock and Buskin* group introduced the events, giving just enough of a hint to pique the interest of audience and contestants and at the close, while library assistants, behind scenes, checked the score pads from their key, he cleverly kept the audience entertained.

Books were given as prizes, one to the girl identifying the greatest number of books, one to a boy who had the highest number of correct answers, and one to the student director who, with the dramatic teacher's help, so skillfully put over our ideas.

Space will not permit the printing of all our selections but we shall give a few in order to show what we tried to do.

The persons were costumed for the parts and acted theirs out for us, with unusual ability, we felt. We were very proud of them.

Titles of books from which selections are quoted are listed at the end of this article.

### 1

Reader, I married him. A quiet wedding we had: he and I, the parson and clerk, were alone present. When we got back from church, I went into the kitchen of the manor-house, where Mary was cooking the

dinner, and John cleaning the knives, and I said:—

"Mary, I have been married to Mr. Rochester this morning."

## 2

"Miss Caroline de Winter," shouted the drummer.

I came forward to the head of the stairs and stood there, smiling, my hat in my hand, like the girl in the picture. I waited for the clapping and the laughter that would follow as I walked slowly down the stairs. Nobody clapped, nobody moved.

They all stared at me like dumb things. Beatrice uttered a little cry and put her hand to her mouth. I went on smiling, I put one hand on the banister.

"How do you do, Mr. de Winter," I said.

Maxim had not moved. He stared up at me, his glass in his hand. There was no colour in his face. It was ashen white. I saw Frank go to him as though he would speak, but Maxim shook him off. I hesitated, one foot already on the stairs. Something was wrong, they had not understood. Why was Maxim looking like that? Why did they all stand like dummies, like people in a trance?

Then Maxim moved forward to the stairs, his eyes never leaving my face.

I could not move, I went on standing there, my hand on the banister.

"It's the picture," I said, terrified at his eyes, at his voice. "It's the picture, the one in the gallery."

There was a long silence. We went on staring at each other. Nobody moved in the hall. I swallowed, my hand moved to my throat. "What is it?" I said. "What have I done?"

If only they would not stare at me like that with dull, blank faces. If only somebody would say something. When Maxim spoke again, I did not recognize his voice. It was still and quiet, icy cold, not a voice I knew.

I could not speak. I went on staring at him. His eyes were the only living

things in the white mask of his face.

I turned and ran blindly through the archway to the corridors beyond. I caught a glimpse of the astonished face of the drummer who had announced me. I brushed past him, stumbling, not looking where I went. Tears blinded my eyes. I did not know what was happening. Clarice had gone. The corridor was deserted. I looked about me stunned and stupid like a haunted thing. Then I saw that the door leading to the west wing was open wide, and that someone was standing there.

It was Mrs. Danvers. I shall never forget the expression on her face, loathsome, triumphant. The face of an exulting devil. She stood there, smiling at me.

And then I ran from her, down the long narrow passage to my own room, tripping, stumbling over the blouses of my dress.

## 3

Marcellus (Speaking to Diana)

Look at our record! (with mounting indignation) The Roman Empire has enslaved half the population of the world! and we have thought it brave to subdue these little, undefended states! Look at the heroic sculpture and the bronze tablets dedicated to Emperors and Princes, Knights and Prefects, Legates and Tribunes, who have butchered thousands whose only crime was their inability to protect themselves and their lands! This, we thought, was a great credit to the empire; a gallant thing to do! "I sing of men and of arms!" chants old Publius Vergilius. Sounds brave; doesn't it? While on the ship coming home, I fell to thinking about the Roman splendors, the monuments in the Forum, the marble palaces; and then I remembered that all of these beautiful and impressive things have either been stolen from our people of better talents than our own, or built with tribute money

extorted from the ragged and hungry! And I hated these things. And I hated what we had called Heroism!

(subsiding to a mutter) (with bitter irony) Invincible old Rome—that lives in sloth and luxury—paid for by people up in Aquitania, Anglis, Hispania, Gaul—and down in Crete — and over in Cappadocia, Ponrus, and Thrace — where little children cry for food! ah, yes—our brave ones will sneer, no doubt at the unarmed Jesus. They will re-

vile him as a weakling, because the only blood he ever shed was his own! But the time will come, *when this Jesus will have his way!*

Titles quoted are:

1. *Jane Eyre* by Emily Bronte.
2. *Rebecca* by Daphne Dumaaurier; reprinted with permission of Curtis Brown, Ltd.
3. *The Robe* by Lloyd C. Douglas; reprinted with permission of Houghton Mifflin Company.

## LIBRARIAN'S JOB FAR FROM BEING A BED OF ROSES

by Bernard Schram  
Globe-Democrat staff writer  
November 3, 1946

(Cloma Barron, Jonesboro State College Library, sent in the following feature story on library work. The Commission staff enjoyed it so much that permission was obtained from the St. Louis Globe-Democrat for reprinting it in ARKANSAS LIBRARIES.)

If you have the hardihood of Frank Buck, the omniscience of a Quiz Kid, the patience of Job and the resourcefulness of Sherlock Holmes together with a knowledge of the Dewey decimal system and a high degree of literacy, you might qualify to be a public librarian.

For in the wilds of the St. Louis Public Library and its remote outposts an intrepid band of men and women live bravely in a state of siege, bombardment of questions and foli- bles in endless stream from a public which seems never at a loss for some new form of confusion and peculiarity. Armed with a library card and thick glasses, I plunged into my library exploration expecting a "Good- by, Mr. Chips" atmosphere, only to find it more like a chapter out of "I Found No Peace."

Veteran librarians are unruffled by such inquires as: "I want a book

that'll make me love my stepmother," or "Give me a book that tells me how to become a Bishop," or "I want to learn how to write a letter to my boy friend that'll make him come back without knowing that I'm trying to get him back."

## TITLES SOMETIMES STRANGER THAN FICTION

Nor do they expect much accuracy in reporting of book titles. *Invincible Louisa*, the biography of Louisa May Alcott, invariably becomes *In- visible Louisa*, and *Success in Re- serve*, a book on careers, emerges as *Success in Reverse*.

"Anything can happen here," Miss Myra Simms, children's librarian at the main library assured me with an apprehensive look over her shoulder. "And it usually does."

On a recent Saturday a very dirty little boy came into the children's room to announce that he couldn't bring back the book that was due on that date, but would return it Mon- day. When the librarian reminded him his home was only two blocks away and suggested that he trot home

and retrieve the book, he exclaimed with indignation: "I can't go home. If I do, I get a bath."

In the Sherman Park branch a librarian was somewhat shocked when a small patron checked out three books, then whipped off his belt to tie up the books in it, while his pants sagged threateningly. When the librarian made a tentative inquiry, he explained: "My folks want me to grow up decent, but I don't want to. It's too much trouble."

#### YOUTHFUL PATRONS OFTEN DETERMINED

Nor are youthful patrons of the bookmobile branches any less assertive. One young reader registering for a library card was asked to bring some sort of identification of his family, such as a gas or electric light bill. He gave the librarian a withering look and haughtily declared: "My father takes care of all such matters."

Incidentally, I came down off of my tiptoes and put my metal-soled shoes back on when I was informed that peace and quiet are more of a wishful dream than an actuality in those hallowed, book-lined walls. It was shattering recently when a meek-looking little old man seated himself comfortably in a reading room, deposited a package on the table and started pouring over a heavy tome. A sudden bedlam in his vicinity brought librarians scurrying from all quarters while he sat undisturbed. After considerable confusion they learned the noise came from his package, which contained an alarm clock. The man was stone deaf.

One branch library is located under a popular gymnasium from which most mysterious noises constantly filter. A little girl puzzled at length over this until she finally came to a perfect conclusion. "I know," she announced accusingly, "you keep horses upstairs." An older patron was more pointed, however, after trying un-

successfully to concentrate. As he stalked out he commented: "Well, this is hell's little playground, isn't it?"

#### BUILDING'S APPEARANCE FOOLS PUBLIC

The official appearance of the main library on Olive Street causes bewilderment on the part of strangers who stray in regularly to be vaccinated, to record deeds or transact some other civic business. Not long ago one couple came to the desk, applied for a marriage license and wanted to know if there was a preacher handy.

In the sleuthing department, presided over by Mrs. Melitta Peschke, the tracking down of overdue books involves an intricate system rivaling that of Scotland Yard on occasion. I learned that books disappear for such strange reasons as being dropped into washing machines, propping up fire screens and being left in Pullman berths.

During the war Mrs. Peschke's job became world-wide, and the missing patron who had checked out *The Science of Correct Thinking* was finally located in Assam, India. The soldier wrote apprehensively: "You probably have me charged with several thousand dollars worth of fines by now, and I still can't find the book." He also added hopefully: "Can't make out your signature, but I'll bet you're pretty."

The bookmobile apparently has a fairyland quality which appeals to smaller children, who show up elfishly with queer remarks taken from their Mother Goose. One small chap, unable to reach the door handle to leave, turned to the librarian and insisted: "Let me out—by the hair on my chinny-chin-chin." While others often stand before the automatic entrance doors and pronounce the magic formula, "Open sesame," which has a tendency to become "Open, sez me."



### COOKING PROBLEMS AMAZE, ENTERTAIN STAFF

Cooking problems also play a part in driving librarians to milder occupations, such as flagpole sitting. The war boomed business in this regard with such requests as this. "Listen, honey," said the anxious telephone voice, "my husband is in camp and keeps raving about the cakes his mother sends him. I don't have time to come to the library, but suppose you read me a nice cake recipe while I mix up one to send him." An obliging librarian did.

Then a man walked in and unexpectedly deposited a large and live turtle on the desk. "Find me a recipe for turtle soup, please," he demanded. When the book was located, he scrambled around for the turtle which was trying to escape, tucked it under one arm, the book under the other, and left.

Miss Simms, however, still has the dubious honor of having the most harassing experience. She was showing a school group through the children's room when she noted something wiggling about on the floor. She did a quick double take, rubbed her eyes, smelled her breath and looked again. Sure enough, it still looked like a snake.

"Isn't that a snake?" she inquired tremulously.

The teacher gave a quick glance and turned angrily to her class. "Didn't I tell you not to bring your snakes? How many of you have snakes in your pockets?"

Eight snakes were produced and held aloft.

But Charles Compton, head librarian, reports that the uninitiated library job-seeker visualized the book-lending business as single-tracked and placid. Regardless of what job the visitor is seeking, whether typist or janitor, Compton knows there is one inevitable opening to each interview: "I'm just crazy about books. I read all the time."

### SCHOOLS INCREASE USE OF COMMISSION SERVICE

The schools of Arkansas in counties without county libraries borrowed more books from the Arkansas State Library Commission in 1946-47 than ever before. 23,312 books were mailed to schools from the Commission as compared with 18,756 books loaned to schools the previous year.

The greatest number of books was borrowed by teachers in Greene County who used a total of 2,197 books for use by their students. Schools in the following counties borrowed more than one thousand books to supplement their own school libraries: Benton, Bradley, Lee, Madison, Polk, Pope and Woodruff.

The outstanding school for the entire state from the standpoint of circulation of books in the school was the Shaw School, DeTonti, Arkansas, with Mrs. Dorothy O'Kelly as teacher. This small rural school, with an enrollment of eighty students, borrowed one hundred and one books during the course of the year and these books were read by the students 2,421 times. Other schools which are making excellent use of the books which they borrow are: Mountain Home; Fairmount School, Gentry; Hampton; Greenway; Payne School, Greenway; Concord; New Edinburgh, Kingsland; Wynne; Watson; Fountain Lake, Hot Springs; Owensville, Lonsdale; Elmwood School, Paragould; Oak Grove School, Paragould; Jeffersonville School, Marianna; Marianna School; East Liberty School, Dinsmore; Japton; Kingston; Opal School; Mountain Springs School, Russellville; Avilla School, Alexander; Archey Valley School, Una; and McCrory Elementary School.

Any school in any county without a county library is eligible for service from the Arkansas State Library Commission. There is no charge other than postage to return the books to the Commission.



## NOTES ABOUT SCHOOL LIBRARIES OVER THE STATE

*Warren.* Children of the Warren Elementary School celebrated a spring book festival May 8 and 9. A newspaper clipping sent in by Mrs. Karl Neal, librarian, describes the event. Invitations made in art classes were fashioned as miniature books. P. T. A. members were invited to the exhibits, and primary classes visited in groups; all guests being received by hosts dressed to represent favorite characters of favorite books.

The P. T. A. voted to keep the library open for recreational reading this summer. Mrs. Charles Eberle serves as librarian.

*Brinkley.* Student assistants in the Brinkley high school library receive awards at the end of the year for outstanding service to the school. A felt circle in school colors with 'Library Club' in the center is awarded at the end of the year, just as letters are awarded in athletics, band, glee club, etc. Mrs. H. V. Sorrels, librarian, sent one of the awards to the commission, in case other school librarians are interested in seeing it.

*Fort Smith.* Grade school librarians, interested in keeping a reading record which will encourage well-balanced reading, are considering adopting a reading wheel device to show books read according to type. Miss Freddy Schader, Parker Elementary School Librarian, discussed this at the regional meeting in Fayetteville.

*Hoxie.* During the past year, the Hoxie School library has been completely reorganized. One of the steps taken to improve the library was rebinding of a number of worn titles; excellent for school use but too badly damaged to keep on the shelves. When these books

were professionally rebound, the P. T. A. was so pleased with their appearance that the group decided to pay for the binding charges. Mrs. J. E. Purdy is school librarian.

*Fayetteville.* The High School library has placed increased emphasis on publicity during the past year. Mrs. Chester Dixon reports that one of the most interesting activities was a poster display for Latin week, with "Latin in our life" as the theme, sponsored by the Latin Department and the school library. A popular song contest was conducted, with titles translated into Latin. Non-Latin pupils could enter. "Nox et Dies" was instantly recognized by most pupils.

*Pocahontas.* New shelving and lighting, as well as substantial additions to the book collection, are reported by Mrs. Alma Spikes, school librarian. The P. T. A. aided in building up the school library during the year.

*Texarkana.* The student assistants' club of the high school library held weekly staff meetings during the past year. These meetings were helpful to the library and of interest to the group, Mrs. L. E. Perigo, school librarian, writes. One project of the group was the presentation of an original radio play entitled "In the Library."

*Dumas.* "Things are looking up down in Dumas for large expansion in the school," Martha Holcomb, librarian, reports. Intensive work on preparing the book collection for the new quarters as soon as they are ready has been under way the past year.

*Clarksville.* Ura Belle Haynes, school librarian, writes that she has had full time to spend in the library the past year. This library

also moved into new quarters early in the year.

*Newport.* Some excellent orders for new books to be placed in the school library sent in to the Commission for suggestions by Mrs. Audrey Hartley, librarian, are proof that the Newport School is carrying

out the program begun last year to improve its school library. Complete organization of the book stock, and the addition of many carefully chosen titles supplemented by loans from the Jackson County Library, have vastly increased the use and services of the library to the school.

## A CHALLENGE TO SCHOOL LIBRARIES

Freddy Schader

Parker Elementary School

Fort Smith, Arkansas

Membership Committee, Arkansas Library Association

Do you know what you miss by not belonging to the Arkansas Library Association? As a school librarian I have received some very definite benefits from my membership.

Affiliation with the group promotes professional unity. Through an exchange of ideas at the annual Arkansas Library Association meeting and through the official publication *Arkansas Libraries* members are brought closer together. More far-reaching objectives can be realized for all libraries through group contribution.

All who attend the Arkansas Library Association meeting are aware

that the well-planned programs, bringing outstanding national figures in the library field, give inspiration that will last the whole year. Secondary, but of no less importance, is the fellowship enjoyed there with people of similar interests.

If there were no other benefits at all, the quarterly *Arkansas Libraries* alone is worth the cost of membership. Its pages are filled with information and suggested materials that keep the librarian in touch with modern trends.

Surely if the school librarian considers all the help that the one dollar membership fee brings her, she will make joining the Arkansas Library Association a yearly habit.

## RECENT BOOKS FOR CHILDREN

Compiled by Ida Mae Hagin  
Children's Librarian  
Little Rock Public Library

Alexander, Beatrice. *Famous myths of the golden Age*; illustrated by Florian. Random, 1947. 1.00

Attractive illustrations, large type; will appeal to upper elementary grade children.

Averill, Esther. *Daniel Boone*. Harper, 1946. 1.50

A reprint of a distinguished book published in Paris in 1931. Well-told story and true to history; filled with Feodor Rojankovsky's spirited drawings of the American wilderness.

Avery, Kay. *Wee Willow Whistle*; illustrated by Kay Bromhall. Knopf, 1947. 1.50

About a small child and her grandfather and a willow whistle; a simple, pleasing story for small tots.

Bailey, Carolyn Sherwin. *Miss Hickory*. Viking, 1946. 2.50

The Newberry award book for 1947. A companion book for Hitty.

Bannon, Laura. *Patty Paints a Picture*. Whitman, 1946. 2.50

Delightfully illustrated; will especially appeal to little girls interested in art.

Barnes, Nancy. *The Wonderful Year*; illustrated by Kate Seredy. Messner, 1946. 2.50

A gay family story with live characters, has a timeless quality that is not to be found in many books.

Bechdolt, Jack. *Fairy Kittens*; illustrated by Decie Merwin. Oxford, 1947. 1.50

A fanciful story of a little girl and pussy willows that turned into little kittens. Good for those 7-10 year olds.

Beim, Lorraine. *Benjamin Busybody*; illustrated by Videt La Mont Beim. Harcourt, 1947. 1.75

Simple text and colorful pictures of a little boy who was busy all day. For small children and their parents to share together.

Bennett, Dorothy A. *The Golden Encyclopedia*; illustrated by Cornelius De Witt. Simon & Shuster, 1946. 2.50

A splendid one-column pictured encyclopedia that may well be used to introduce encyclopedia to young children. The text is broad and has over 2,000 colored pictures.

Bishop, Claire Huchet. *Pancakes-Paris*; illustrated by Georges Schreiber. Viking, 1947. 2.00

How to make French crepes from a package of ordinary American pancake flour was the puzzle for the little French boy who couldn't read English. The story is about Paris of today and its children, many of whom have never had enough food or heat, and find it hard to believe their older brothers and sisters.

Bonner, Mary Graham. *The Surprise Place*; illustrated by Lois Lenski. Knopf, 1946. 2.00

A story, in large print of an everyday family; for third and fourth graders.

Buff, Mary and Conrad. *Big Tree*. Viking, 1946. 3.00

Parents will enjoy reading about the biggest tree on earth to their children; beautifully illustrated.

Daringer, Helen Fern. *Adopted Jane*; illustrated by Kate Seredy. Harcourt, 1947. 2.00

The trials of Jane's first visit away from the orphanage and of her getting adopted.

Dodge, Peggy Polsky. *Trillum and the Tulips*. Messner, 1946. 1.25

Tells of what happens to little girls who eat their mother's tulips. Use it in story hour and show the pictures.

Dubois, William Pene. *The twenty-one balloons*. Viking, 1947. 2.50

A fabulous sort of a Jules Verne story of a voyage around the world. Pictures exactly fit the story.

Eberle, Irmengarde. *The visiting Jimpsons*; illustrated by Ruth Kreps. Reynal, 1946. 2.00

A whole family of orphans who are continually visiting with their relatives and of how they finally find the right home.

Elting, Mary & Gossett, Margaret. *The Lollipop Factory and lots of others*. Illustrated by Jeanne Bendick. Doubleday, 1946. 2.00

How all sorts of things are made in factories—dolls, ice cream, lollipops, etc. Many pictures and an easy readable style.

Encyclopedia Britannica. Picture Books. 1946. .50

Fisher, Cyrus. *The avion my uncle flew*. Appleton, 1946. 2.50

A thirteen - year - old American boy spends a summer in a small French village just after the war. The way he learns the French language is most intriguing.

Flack, Marjorie. *The boats on the river*; illustrated by Jay Hyde Barnum. Viking, 1946. 2.50

Colorful pictures with simple language showing all sorts of boats; from rowboats to ocean vessels.

Flory, Jane and Arthur. *The cow in the kitchen, a folktale*. Lothrop, Lee, 1946. 1.00

A new version of the old fable of the good farmer and the discontented wife. Full color pictures opposite each page of text.

Friskey, Margaret. *Adventure begins at Home*, Pictures by Children. Children's Press, 1946. 2.00

Story woven around pictures painted by children of the Chicago Public Schools. Useful as a story book and as an example of what other children are doing in their art classes.

Friedman, Frieda. *Dot for Short*; illustrated by Carolyn Haywood. Morrow, 1947. 2.00

Happy family story in which the little sister is a very resourceful person.

Frost, Frances. *Windy Foot at the County Fair*. Whittlesey, 1947. 2.00

A wonderful story of the almost forgotten joys of a county fair through the eyes of a little boy and his family.

Harper, Martha Rebecca (Barnhart). *Red Silk Pantelettes*. Longmans, 1946. 2.00

Family story for teen-age girls; setting in Pennsylvania in 1850's.

Hurd, Edith Thacher. *Hurry, Hurry, a story of what happened to a hurried*. Scott, 1938. 1.35

A reprint of an earlier edition which will delight small children. A good tale for story hour.

Ipcar, Dahlov. *Animal Hide and Seek*. Scott, 1947. 1.50

A good way to help develop the power of observation. The small animals are camouflaged in the woods.

Kishore, Penina. *Towelina*; drawings by Roberta Paflin. Greenberg, 1946. 1.50

Shows an easy way to make a doll with a towel and clothespins as well as a pleasing colorful story for little girls.

Lattimore, Eleanor Frances. *Bayou Boy*. Morrow, 1946. 2.00

A family story of a little negro boy who lives in the bayou country of Louisiana.

Lee, Tina. *What to do Now*. Doubleday, 1946. 2.00

An easy, usable, well-illustrated book on handicrafts which will delight children as young as seven. The materials used are easy to find and most inexpensive.

Lorentowica, Irene. *What's in the Trunk?* Roy, 1946. 1.50

Very useful as a guide for costumes of other countries as well as an entertaining unique picture book.

MacDonald, Golden. *The Little Island*; illustrated by Leonard Weisgard. Doubleday, 1946. 2.50

A picture book of distinction full of all the beauty of the sea and a small island. The color plates and texts blend together in a wonderful way. Chosen for 1947 Caldecott award.

Malvern, Gladys. *Ann Lawrence of Old New York*. Messner, 1947. 2.25

A story of New York of the Washington Irving days. When the small city was moving into the outlying country and of Ann who lived on a farm and of Peter who was one of the city planners.

Marshall, Dean. *The Silver Robin*. Dutton, 1947. 2.50

A fascinating story of birds who live in the woods and their contact with humans. Children will either like this a great deal or not like it at all; a mixture of reality and the fanciful.

Mason, Miriam E. *The Middle Sister*. Macmillan, 1947. 1.75

Family story of a little girl who took her apple tree all the way out west when the family moved.

Tresselt, Alvin R. *Rain Drop Splash*; illustrated by Leonard Weisgard. Lothrop, 1946. 1.50

This simple poetic story of a rainstorm with pictures will delight little children.

## NEW BOOKS FOR OLDER BOYS AND GIRLS 1946-47

Compiled by Allie Beth Martin  
Arkansas State Library Commission

Baker, Louise (Maxwell). *Out on a Limb*. McGraw, 1946. 2.00

"When the author was eight years of age an accident necessitated the amputation of her right leg. Here she tells with zest and sparkling humor, the story of the eventual life which followed her tragedy." Booklist

Edmonds, Walter Dumaux. *In The Hands of The Senecas*. Little, 1947. 2.75

"An adult novel laid in the Mohawk Valley of New York in 1778.

It is the story of Indians and of a woman's steadfastness in the face of mortal danger and the loss of all that had given her pride in living." North Carolina

Faralla, Dana. *The Magnificent Barb*. Messner 1947. 2.50

"An unusual horse story with a dramatic climax at a steeplechase. The author has used the charm of Irish folklore and traditions and imparts to her readers a joyous love of life and beauty," Booklist

Fuller, Edmund. *A Star Pointed North*. Harper, 1946. 2.75

"The story of the American Negro, Frederick Douglass, who escaped from slavery, educated himself, and joined the abolitionist forces to work for the freedom of his people. A well-written novel of the life and character of a man who, against almost hopeless odds, became a great person and a great leader." Booklist

Keith, Agnes (Newton) *Three Came Home*. Little, 1947. 3.00

"The record of more than three years spent by the author, her husband and little boy in a Japanese prison camp. It is a very human document, not without humor, written by a woman who knew what she fought for and realized what war did to captors and captives. The quality of the writing makes it more than just another war book." Booklist

O'Hara, Mary, pseud. *Green Grass of Wyoming*. Lippincott, 1946. 2.75

"An excellent sequel to THUNDERHEAD. The author maintains the same splendid family relationships, the same deep-rooted love for all animals, great and small, and the same rich descriptions of the western plains. Enough about horses to satisfy anyone, and in addition, a charming love story." Booklist

Martin, Ralph G. *Boy From Nebraska, The story of Ben Kuroki*. Harper, 1946. 2.50

"The story of a Japanese American war hero and his struggle against the enemy at home and abroad. It is the true story of Ben Kuroki, of his 58 missions abroad and of the 59th here at home." North Carolina

Shute, Nevil, pseud. *The Chequer Board*. Morrow, 1947. 2.75

Four men, by the fortunes of war, were placed in the same room in

an English hospital. What happened to those four men as a result of the war makes a powerful story. Treats the subject of individual worth with valuable lack of prejudice.

Small, Marie. *Four Fares to Juneau*. McGraw, 1947. 2.75

There was just enough money from the sale of the car and furniture to pay the fare from Seattle to Juneau for Jim and Marie Small and their two small children. The story of how they eventually acquired a home and a steady income is an enriching experience.

Thorne, Anthony. *So Long at the Fair*. Random, 1947. 2.50

Sprightly romance based on a familiar mystery theme. Victoria Barton arrived with her brother at a small hotel the day before the opening of the Paris Exposition in 1889. The next morning not only had her brother disappeared but also his room at the hotel. It was only with the help of an eligible American that the mystery was unravelled.

#### STATE HEALTH LIBRARY ISSUES NEW CATALOG OF AUDIO-VISUAL MATERIALS

Recent additions to the audio-visual department of the State Health library have been listed in a new catalog of films and stripfilms available for loan from that department. Films of interest to schools may be borrowed by application to the library of the health department, or, where projection equipment is not available in the school, by request to the county health department in the county where the school is located.

Mrs. Helen Cocks Elrod is librarian.



